

Principal: Rosina Fotia Assistant Principals: Isabella Phillips/Tim Wright

Issue: 7 Volume: 21

Date: August 2021

COLLEGE CALENDAR 2021 – SEPTEMBER

Monday 6 th September	Year 7 2022 Information Session
Thursday 16 th September	Parent/Teacher Interviews 4pm – 8pm
Friday 17 th September	Parent Teacher Interviews 10am – 1pm / End of Term <i>No time-tabled classes will run on this day</i>
<i>Please Note: all dates and times are subject to change</i>	

PRINCIPAL'S REPORT

Welcome to the end of August and the beginning of spring. The days are getting longer and the weather warmer. I hope that all members of our community have been able to get outside and enjoy this special time of year.



Learning Focus

The College continues to ensure that there is a strong focus on teaching and learning in the classroom. Teacher and student capacity to pivot from face to face to online learning has been remarkable. Feedback and assessment processes have remained solid and teacher planning and collaboration has moved to an online format. Progress reports have incorporated assessment during both face to face and online learning. Parent student teacher conferences will go ahead at the end of this term via the WebEx platform.

Staff professional learning has focused on improving student voice and agency in the classroom. Teachers heard from a range of students regarding what works and does not work in the classroom. Peer Observation, part of the teacher Professional Development Process, will centre around how teachers ensure all students have voice and agency in the classroom.

Absence Hotline: 9735 7040

Email: lilydale.heights.co@education.vic.gov.au

Visit: www.lilydaleheights.vic.edu.au

Principal's Report (continued)...

COVID Operations

Given COVID restrictions, there have been many College events that have been postponed and or cancelled. The College will make every effort to reschedule where possible but is restricted by state regulations. Some of the activities being impacted include:

- Camps/Excursions
- Interschool sport
- Duke of Education Program
- GAT
- Work Experience
- Headspace wellbeing workshops with students

Building Works

The Tender process for Stage 2 of building works is now complete. It is anticipated that a start-up meeting for these works will be scheduled shortly with building works beginning at the end of this term. Decanting of the C -Wing classrooms and offices is now underway.

Wellbeing

A reminder of some simple steps to help keep you well:

- Maintain a routine
- 8 hours sleep
- Exercise: wellbeing walk
- Eat healthy
- Call a friend
- Acknowledge what you are grateful for

Tips and strategies for Victorian parents and carers during lockdown:



In addition, following is a list of Mental Health Support Services available Australia wide.

Principal's Report (continued)...

Kids Helpline

Free, private and confidential 24/7 phone and counselling service for young people aged 5 to 25
[1800 55 1800](tel:1800551800) Australia wide

Headspace

Online support for young people, including counselling, group chats and information. This is not an emergency service. If you're in an emergency situation or need emergency assistance, contact mental health services, go to your local emergency department or call emergency services on 000.

<http://www.headspace.org.au/headspace>

Australia wide

Youth Beyond Blue

24 hour crisis support and information line dedicated to supporting young people with depression and anxiety and their friends and family.

[1300 224 636](tel:1300224636)

<http://www.youthbeyondblue.org.au>

Chat online available on website 3pm - 12am

If students and/or guardians need support or clarification, please contact your SELF teacher, Year Level Liaison or Learning Leader on 9735 1133.

Thank you for the amazing job you are doing.

Stay well.



Rosina Fotia, Principal



Online orders and contactless Click & Collect information

All online orders placed by 11pm on Monday evenings will be processed and ready for despatch and/or Click & Collect from our stores between 1pm and 5pm on Tuesdays only.
Delivery delays should be expected.

If you miss your collection time, the next availability will be the following Tuesday.

Please wait for email or SMS confirmation before heading to your store for collection of goods.

BRONZE AND SILVER DUKE OF ED AWARDEES

Congratulations to our students who have continued to work very hard over the last 18 months in order to gain their Awards.

Isabella Theophanous-Maddison and Trak Buller achieved their Silver Award.
Gemma Giambalkaris and Katlin Ganya gained their Bronze.

These Awards were extremely well deserved; the students clearly demonstrated resilience, determination, organisation and positive mental energy to deal with the constant changes during the COVID situation which affected their abilities in all sections of their Award. Fantastic work and we look forward to seeing the remainder of the students involved gain their Awards.



Clare Rayner – Compass/Duke of Ed. Co-ordinator.

MIDDLE SCHOOL OUTDOOR ED

The Semester 2 Middle School Outdoor Education class had their first practical activity recently. Completing a mountain bike skills session, the students were challenged in various ways including controlling their bike through tight turns, trying to land jumps and finishing with a longest mono competition. The students are now looking forward to extending their skills with a trip to Lilydale Lake to ride the mountain bike trails in the coming weeks.

Nicola Boyle – Outdoor Ed Teacher.



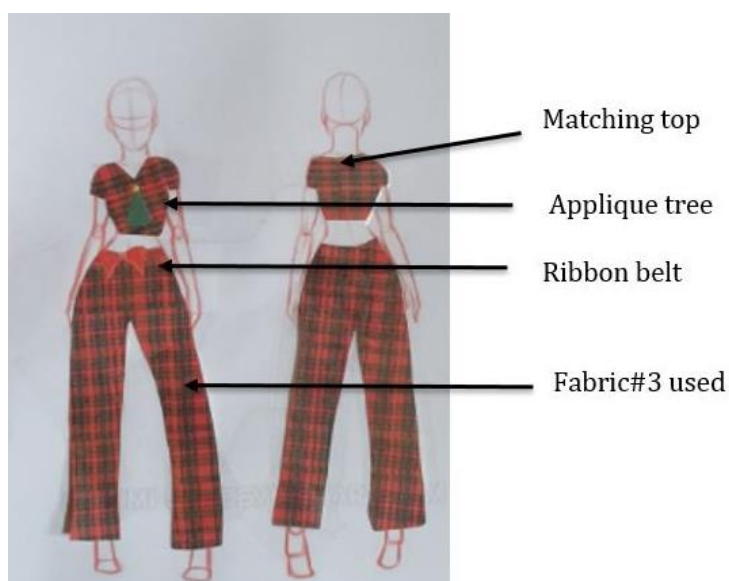
DESIGNING IN FIBRES AND FABRICS

In Middle School Fabrics, we completed a writing task focused on Sustainability. The following is work submitted by Laura Dangaard of Year 10.

Why choose Australian cotton?

In Australia the working conditions for farmers are very desirable compared to other countries around the world. Many farms are family owned and run and there is no child labour or human rights abuses, as there are laws in place to prevent this and ensure responsible and ethical production. On average each cotton farm in Australia provides employment for six or more people. In terms of water use, in Australia the soils on cotton farms are kept in the best condition possible. This means that the soils can hold a large amount of rainfall, leading to the cotton farms being purely feed by rain or flood irrigation. Over the last decade there has been a 40% increase in water productivity on cotton farms. This has resulted in the Australian cotton industry being the most water efficient in the world. Additionally, in the past 15 years pesticide use in Australian cotton farms has decreased by 90% and many farmers are now able to go all summer not using any. Crops are continually rotated in order to minimize pests and diseases and in turn pesticide use, retain soil moisture level, build and maintain healthy soils and better manage soil nutrients. The soil is also continually monitored for nutrients/condition and temperature probes are used to ensure correct soil temperature for germination to ensure effective propagation. Finally, seed varieties are selected based on what will best suit Australian conditions and when the cotton is harvested the seeds are removed from the cotton fibre and returned to the farmer to be replanted. Ultimately, each of these factors along with continuous research into how cotton farming can be made more sustainable, result in the sustainability of Australia's cotton farming procedures being the envy of the world and us being able to yield almost three times the world average with minimal environmental impact.

Fashion drawing by Evie De Graauw, Year 10



Fashion drawing of pyjama pants by Laura Dangaard, Year 10.



Based around a "plaid" theme.

FIRST NATIONS OF LHC

It is a pleasure to showcase some of the fantastic entries we received for the NAIDOC Week Year Level Competition. Each student had to choose one task out of four options which reflected the Creation Story in our Town Square as told by Wurundjeri elder, Murrundindi.

The winners from the participating year levels will receive a First Nations authored book and a certificate. As we received a range of wonderful entries from our students, some students will receive a special acknowledgement certificate for their efforts.

Year 7:

Competition winners: Gracie Smirl and Nikita Fairweather

Special acknowledgements: Maximus Petana, Darcy Mays, Josh Ring, Grace Roberts, Jemima Taebring and Jordan McCormick

Year 8:

Competition winner: Alma Kerr

Special acknowledgments: Lylah Boulet, Natasja Lammertsma, Spencer Smith and Summer Hetherton

Year 10:

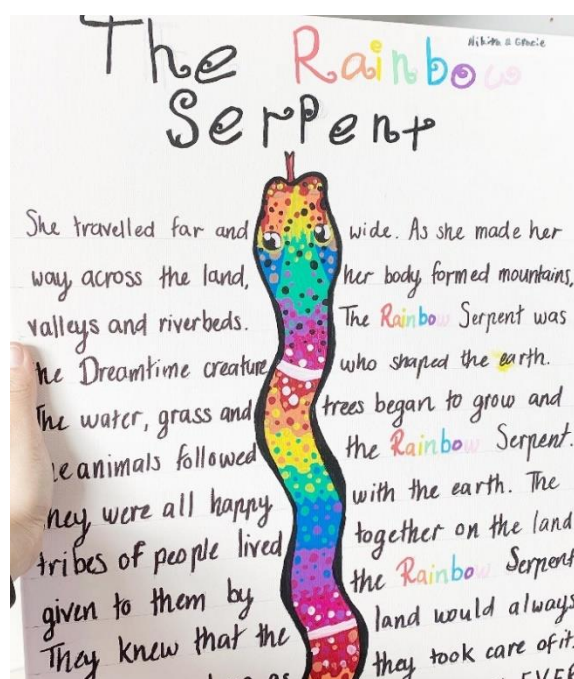
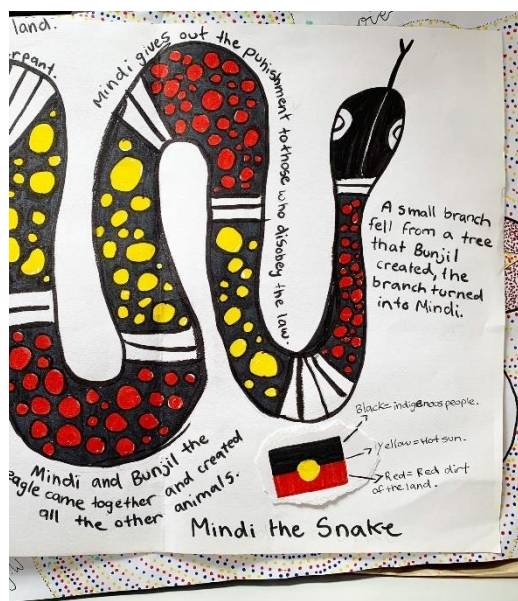
Competition winners: 10C and 10B SELF!

Year 11:

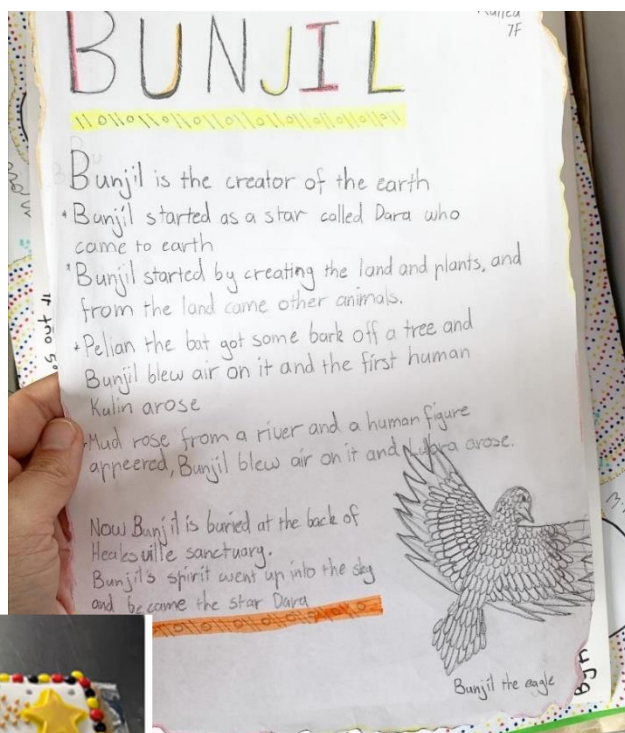
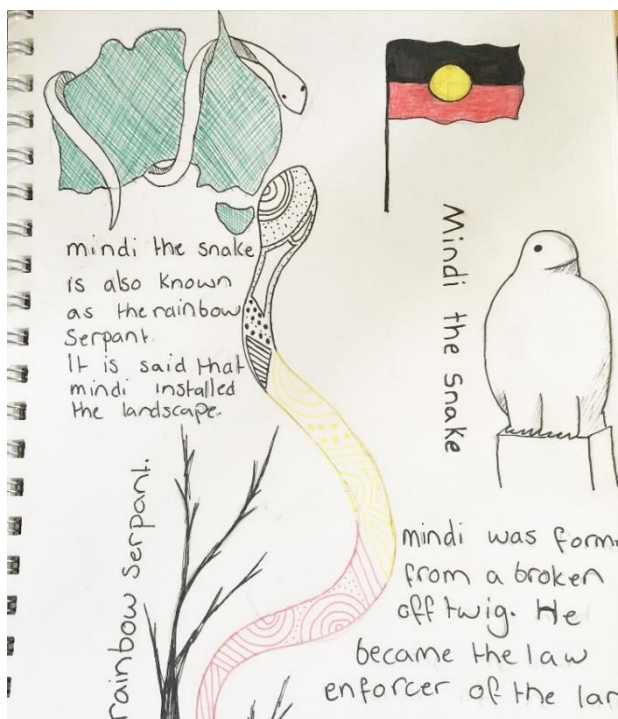
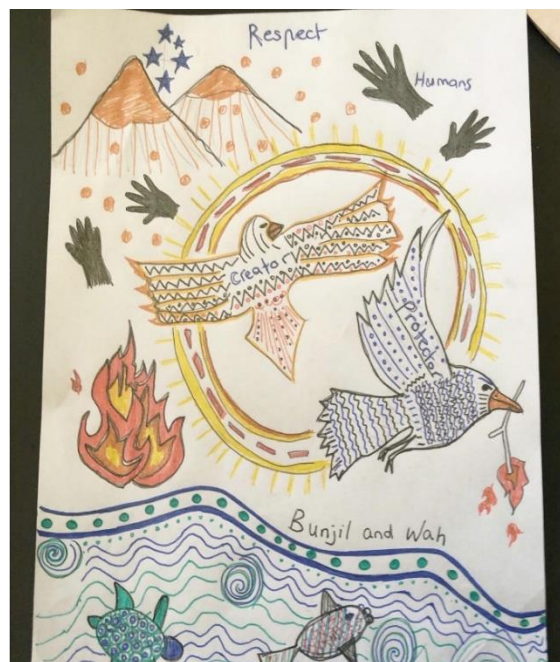
Competition winners: Bridey Withers, Kaity Watson and Noie Phetchana

Special acknowledgements: Olivia Ray, Jade Keogh, Keisha Fullerton and Tom Duff-Rankine

Tanna Draper Nagas – First Nations Advocate



First Nations of LHC (continued)...



YEAR 7 GIRLS EASTERN ZONE SOCCER

Playing in the Eastern Zone was definitely harder than playing in the first interschool sports, but it was so much fun playing against quality opponents at the State Football Centre in Darebin. We played against Mount Waverley, Brentwood and Ringwood. The scores were Mount Waverley 0-5 and Brentwood 0-5; we lost those games but we played to our game plan and held our structures. The last game we won against Ringwood and the score was 1-0, we grew in confidence throughout the day and everyone played their team role. But overall even if our team didn't make it into the next stage it was still a very enjoyable day. Thanks to Zahra Goodman and Mr McGown for coaching us. 😊

Chloe Warr 7B



YEAR 7 ART

THE BENCH TRIO

It's more of a rustic style with a lot of layers and textures. It's called the bench trio because that's just what they call themselves. I drew these three streamers because I just enjoy watching them stream. I more or less finished and completed a piece so I think I did pretty well. I found that I enjoy drawing in this style so I might do it more often and I used most of the canyon tools and air brushes.



2020

For my art piece I decided to make a metaphor for 2020 by making a world that was being destroyed by COVID-19 cells I choose the computer game Minecraft to create (and burn) the world.

A type of art the I like is rock painting!

This is my progress of making this artwork...



Then the results!



Artist Statement

Describe your artwork –

My art piece looks similar to a spiral. I painted different blue and green dots.

How did you create your art?

I created it on a round rock. By painting the blue and green dots on it I used then end of a paintbrush which made it really circular.

What is the big idea behind your artwork?

I wanted to do a rock painting because my family and I painted so many rocks last year because it would remind us that last year was the year of COVID and because I did that many rocks it would be easy to do.

What were your goals for this artwork?

My goals were to make my art piece colourful and eye-catching.

What are your overall thoughts of your artwork?

I'm really happy with my art piece, and I achieved my goal to make it colourful.

Year 7 Art (continued)...



What does your artwork look like? It looks like an eye in the galaxy.

How did you create your artwork? I created it by sketching it out first then painting it.

What's the big idea behind your artwork? The big idea is that it's supposed to look mystical.

What were your goals for this artwork? My goals were that I wanted the eye to look anime-ish and cartoony.

What are your overall thoughts for this artwork? My thoughts are that I think that it is cool and that I am proud of myself because I'm not that good at art.

My artwork is of a guy watching Netflix preferably rick and Morty.

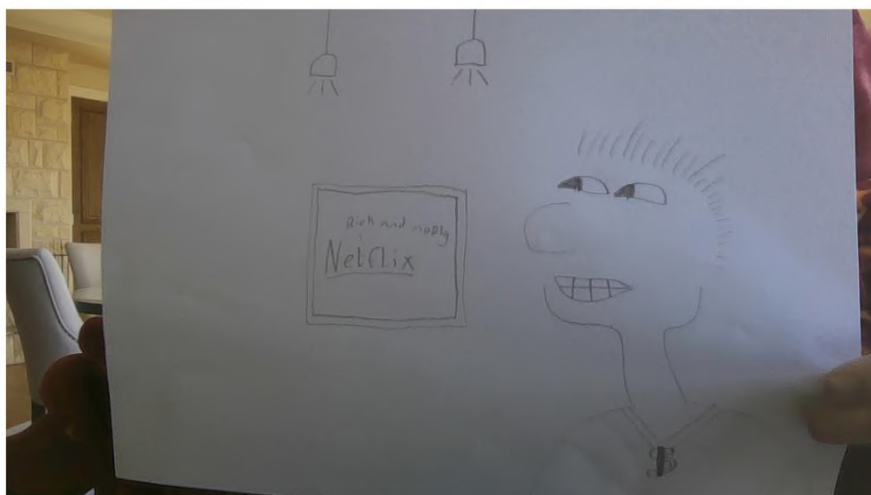
My artwork is called late night Netflix.

I used sketching to draw everything.

The big meaning and idea is that I love Netflix and all the movies and shows on there.

My goal was just so if people see my excellent artwork then they we just see within a split second that I like Netflix.

My artwork wasn't up to the spec that I wanted it to be but its ok the guy's hair is better than anything I've ever drawn.



YEAR 8 DRAMA

Jarrah Ortner-Ham

A leader?

Characters: Mason and Samuel

Scene one:

Two men staring at each other in a flat open field at night under moonlight. Sky is dark.

Mason and Samuel had been eyeing each other off for a good five minutes now. Everything was silent apart from the bursting fury inside their heads. The ground shook with fear as they circled each other, each stomp breaking the silence. The moon was out. The sun clung behind a cloud, afraid of the war about to rage on. Darkness was in the air.

Mason "Why do you have to be like this!"

Samuel stares at Mason intensely

Samuel "things are better off this way, there can only be one leader..."

Mason "HAHA you think you can rule this place? A pathetic boy like you should know better than that"

They both draw their swords

Mason "This place shall be led by a king, a hero. That of which you are not"

Samuel "You do not know my strength, old friend. I have fought the beasts you have nightmares of, slain their kind and made them extinct.

They stop circling each other and Samuel slashes at Mason with his blade

Mason "You think that will do anything?"

Samuel swings his blade at Mason, cutting his arm

Mason "ARGHHHH"

Samuel "You don't deserve to wield a blade of such craft"

Samuel swings again digging deeper into Mason

Samuel "The time it has taken to find you deserves a real opponent, not a fool"

Mason and Samuels swords hit each other fiercely

Mason "ARGHHHHH"

Samuel pulls back his sword and hits Mason one more time

Mason falls to the ground

Samuel "You actually thought you would win did you? Well you were wrong!"

Samuel walks away leaving Mason on the ground

Samuel exits

lights fade

Mason exits

Year 8 Drama (continued)...

'M.I.A'

Characters: May, Jamie, Charlotte, Alice; the ghost

Scene One

Jamie and May sitting in Charlotte's bedroom playing with a Ouija board on the floor in a circle. A projector on a blank screen behind the stage with a pre-made video showing the Ouija board.

Jamie You do realise that this is just fake.
May I guess....we should think of someone who can visit us, someone creepy would be fun.

Enter Charlotte

Charlotte Hey guys. *(Charlotte waves at May and Jamie)*
May Hi, we are playing with a Ouija board, wanna play?
Charlotte Um, no thanks. We are sleeping in here tonight. Do you think it's a good idea to play with 'ghosts' in your bedroom?
(Charlotte says nervously)
May Calm down, nothing is going to happen. We will just read the instructions.
Jamie Here, make sure you read every single rule. *(Jamie hands May the instructions.)*
May Ok, so you put one finger on the little plate with a hole in it and don't take it off while the ghost or ghosts are present.
(May says looking at Jamie and grinning.) You can invite more than one ghost but they're more likely to get out.
Never play alone or take your finger off the board until the ghost is gone. *(May rolls her eyes)* Blah, blah, blah. *(May says flicking through all the pages.)* Let's just play already.
Jamie We should really read that ya know.
May Whatever, who cares?
Charlotte I do.
May You can leave if you want but Jamie and I are playing.
Charlotte Fine, I'm going down stairs.

Charlotte proceeds to get up but is stopped

Jamie *(Jamie grabs the instructions and read out the third line.)* Wait, we need at least three people to be able to contain the ghost.
Charlotte Well I'm out, sorry.
May Well if we only do it with two people, the ghost could get lose. *(May says menacingly with a grin.)*
Charlotte *(Charlotte thinks for a bit.)*fine
May Yay!
Jamie Now let's play.

Charlotte sits back down

May Ok, put one finger lightly on the wooden plate with a hole in it.

The girls put a finger on the wooden plate Play the video on the projector.

May Spin the wooden plate in a circle to get the energy flowing, and wait for a spirit. Only call good spirits.
Charlotte How? *(Charlotte says anxiously)*
May Doesn't say..
Jamie Well that's just great.

Jamie pulls her finger off in annoyance.

The lights flicker and then everything goes pitch black.

The lights return on but a voice is heard.

Charlotte Was that you? *(Charlotte says looking at Jamie and May)*
May No.....
Jamie Not me.....
Charlotte I knew this was a bad idea, I'm leaving.

Charlotte gets up as a voice says

Voice No, stay. We haven't gotten to know each other yet.

The voice sounds female. The door is slammed in Charlottes face.

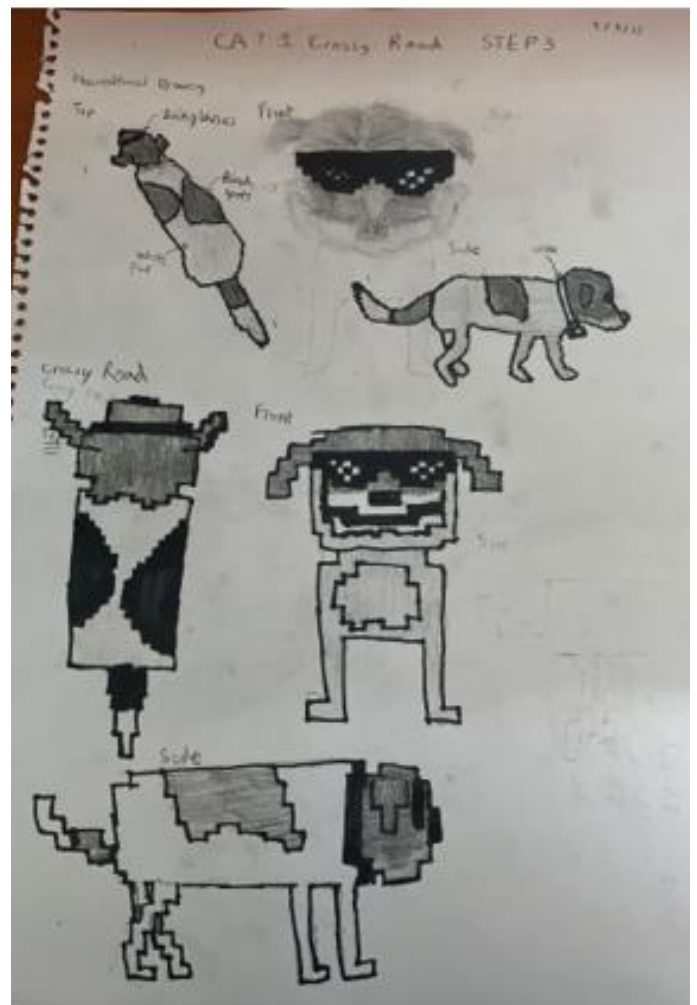
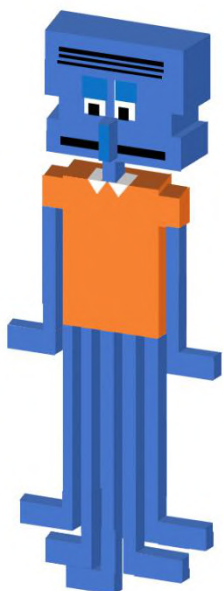
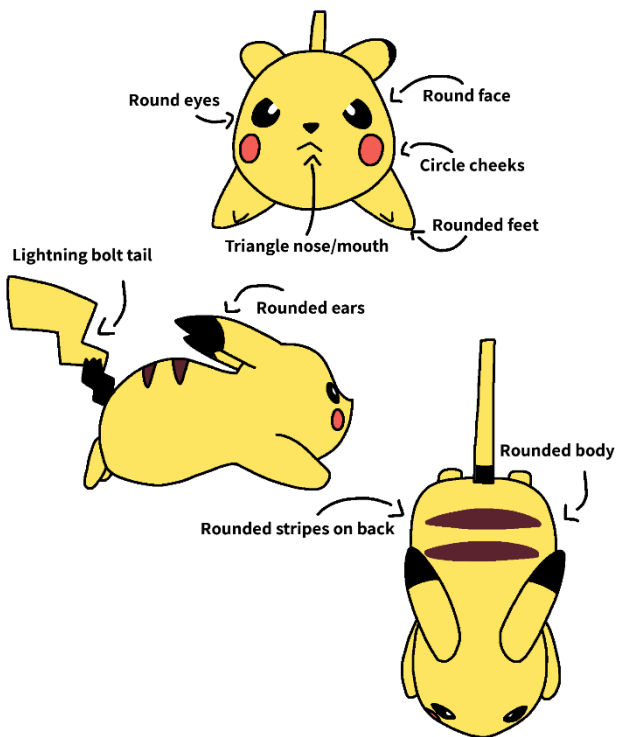
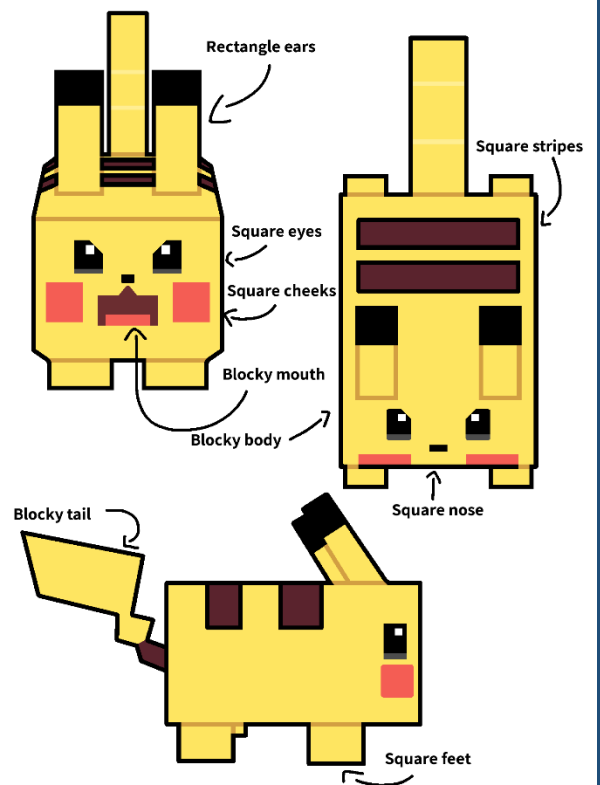
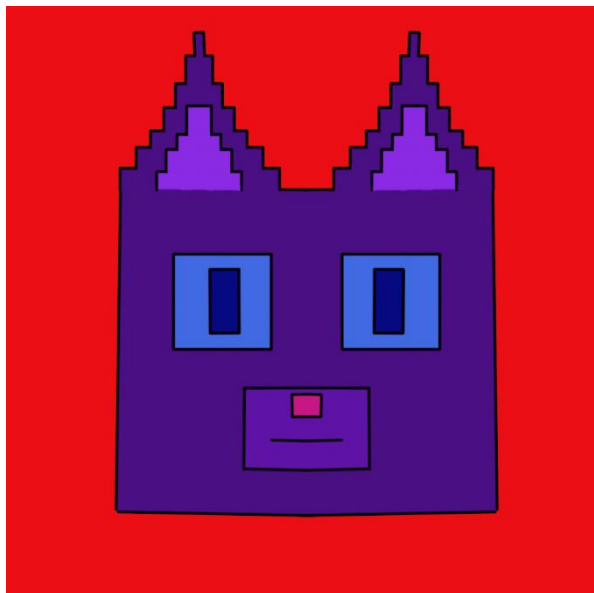
Charlotte Ahhhhhhh *(Charlotte screams with Jamie and May.)*
Jamie Ahhhhhhhh
May Ahhhhhhhh
Voice Don't worry, I wont hurt you.
May Who are you? *(May says hugging Charlotte and Jamie for comfort)*
Voice I'm Alice. One of your friends summoned me.

May looks at Jamie

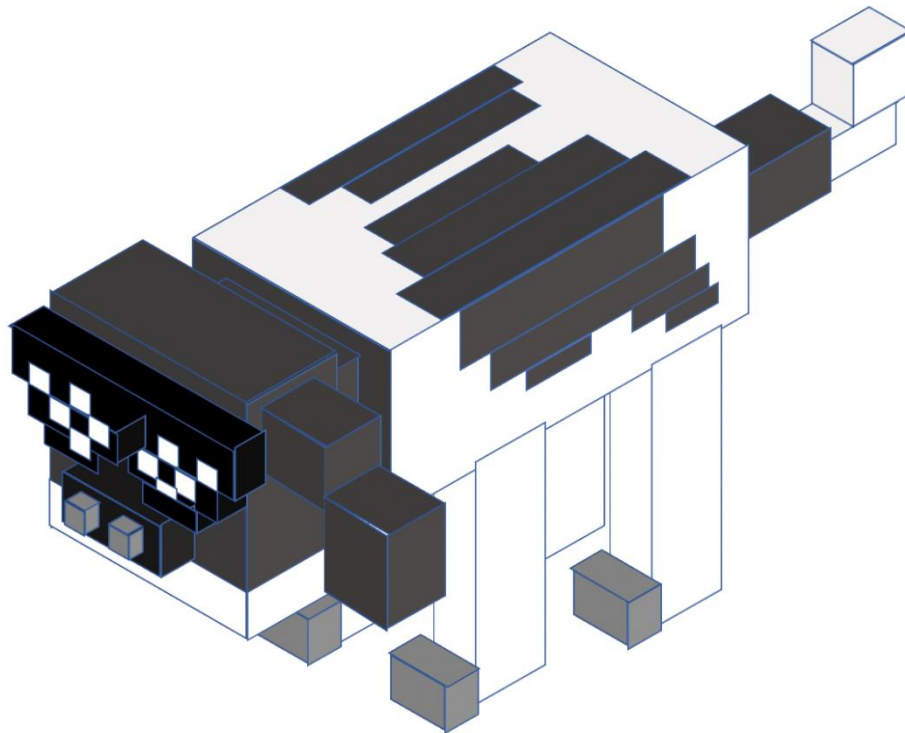
Alice No, the other one. *(Alice laughs creepily)*
Charlotte What? How?
May I don't know but I'm going to kill you if this ghost doesn't.
Alice Don't worry about that.

The lights flicker and turn off again and a window on the projector is opened. The girls all scream

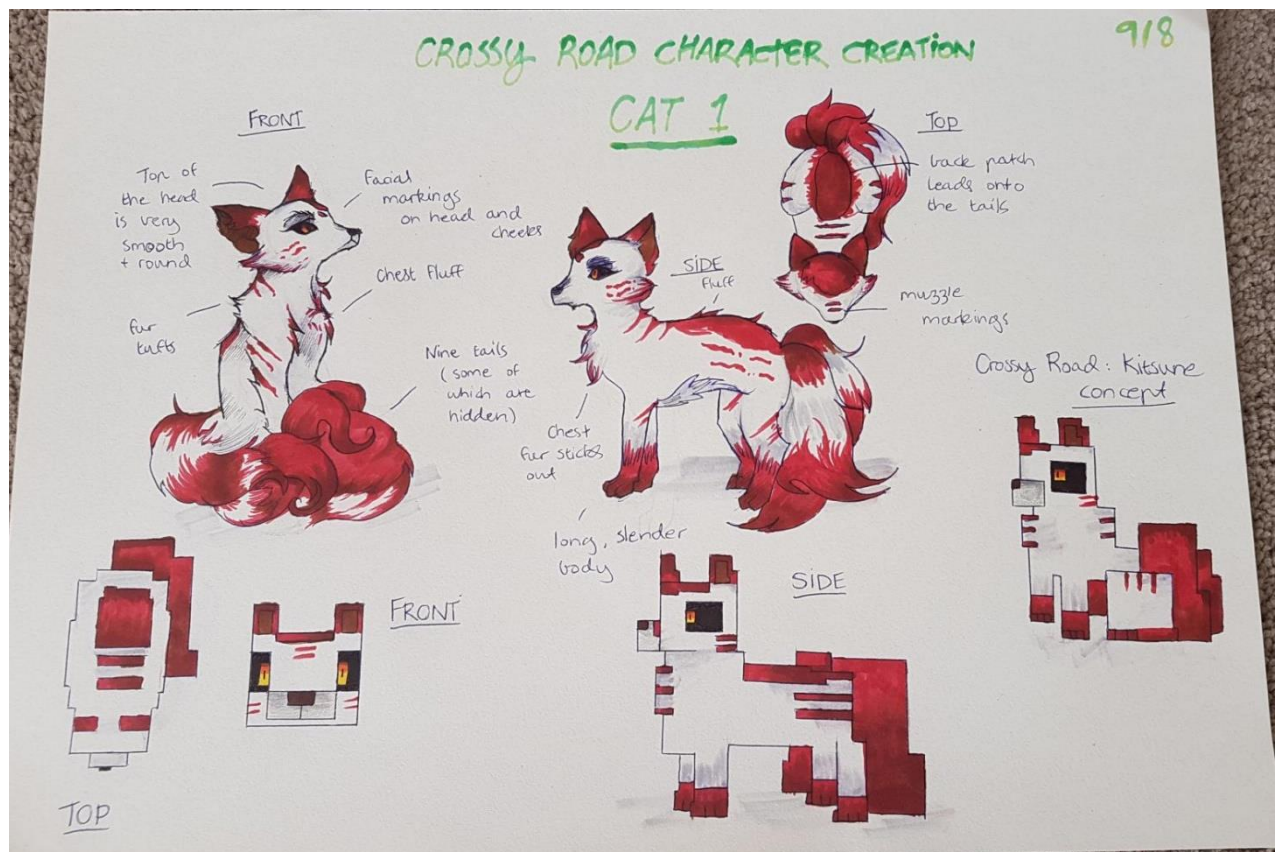
MIDDLE SCHOOL VISUAL COMMUNICATION & DESIGN



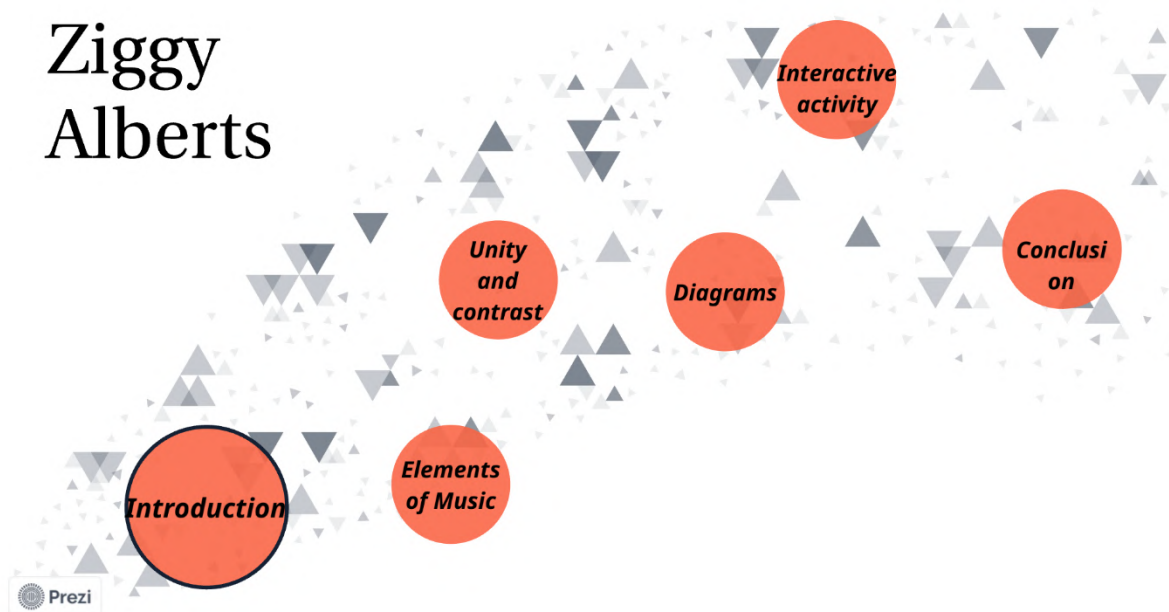
Crossy Road Character CAT STEP 4 (Jacko)



My dog only has two colours which is black and white. I did the glasses as best as I could, and I think it looks ok. The patterns of the black spots are very similar to the ones he has on his body.



Ziggy Alberts



Pitch

Stronger- <https://www.youtube.com/watch?v=cRae6KtDNZo>

At the beginning of the song the pitch is reasonably low as there is only a lone acoustic guitar being played and the singer singing in a low key. Then when the keyboard comes in and the singer begins to sing higher the pitch rises, before dropping slightly again when the keyboard fades out for the return to the verse sections. The pitch continues to rise for the chorus throughout the song. In the bridge the melody returns to what it was at the beginning of the song, as the sound of the guitar and singer's voice becomes much more mellow and low. Finally, the pitch gradually grows for the last chorus when the guitar and singer play/sing in a higher note and other instruments are added in. Ultimately, the biggest change in the pitch/melody of this song occurs for the chorus's when instruments are layered (keyboard etc), higher notes are played and the tempo grows. This results in the song sounding brighter and more energetic. The addition of other instruments also adds ambience, texture and variety to the overall sound.

Dynamics-'Love me now'

At the beginning of the song 'love me now' each instrument is playing the same tempo and using the same dynamics. Then as the chorus comes in the overall dynamics of the song increase as the Guitar and vocals become louder and the percussion/background singers are added. While the guitar and the vocals are the most prominent aspect of the song, each time there is a change in the dynamics every instrument/aspect becomes slightly louder or quiet. This results in the song still being in unison while showcasing different instruments and featuring contrasting elements. Variation is also added through the accents on the fourth beat.

Pitch

Duration

HEADSPACE WEBINARS

Headspace is a well recognised national youth mental health service. These webinars are presented in an engaging and friendly way and offer practical ideas to support your young person. Only a few schools have been offered to attend, so we'd like to encourage all parents to make the most of this amazing opportunity.

Krissy Veerhuis – Wellbeing Team.



connecting & communicating with your young person: parent / carer webinar

headspace National, are presenting a webinar for parents and carers of young people.

Information presented will cover:

- Understanding your young person, and recognising mental health difficulties
- Managing the challenges of parenting young people today
- Having better conversations with your young person
- Connecting your young person with the right help and support

The webinar will consist of a presentation on mental health, with a focus on noticing mental health difficulties in young people and supporting them to open up and communicate with you about their challenges, in order to seek help if needed.

When: Wednesday 1st September
7:00pm

Where: online via zoom

How do I register?

Click here to register via Eventbrite.
or copy the following URL into your web browser: <https://bit.ly/3D5as0K>

After you have registered you will receive an email confirmation from Eventbrite which will include the Zoom meeting link to access the webinar. Please note this webinar will not be recorded.

All those who register will receive a digital information pack, after the webinar, that includes key messages as well as links to resources & support services.

Contact

For more information email:
programsupport@headspace.org.au



accessing mental health support services: parent / carer webinar

headspace National, are presenting a webinar for parents and carers of young people to investigate mental health support services.

Information presented will cover:

- Strengthen your understanding of mental health and wellbeing
- The conversational approach to mental health and well-being
- Mental health support services that are available in the community
- Practical strategies and resources to support mental health
- Build an awareness of local, state and national support services available to young people

All those who register will receive a digital information pack, after the webinar, that includes key messages as well as links to resources & support services.

When: Wednesday 8th

September at 7:00pm

Where: online via zoom

How do I register?

Click here to register via Eventbrite.
or copy the following URL into your web browser: <https://bit.ly/3mgU0ol>

After you have registered you will receive an email confirmation from Eventbrite which will include the Zoom meeting link to access the webinar. Please note this webinar will not be recorded.

Contact

For more information email:
programsupport@headspace.org.au



Mental Health Services and Support

Beyond Blue

24/7 mental health support service

1300 22 4636
beyondblue.org.au

headspace

Online support and counselling to young people aged 12 to 25

1800 650 890 (9am-1am daily)
For webchat, visit: headspace.org.au/ehespace

Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800
kidshelpline.com.au

1800RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732
1800respect.org.au

Lifeline

24/7 crisis support and suicide prevention services

13 11 14
lifeline.org.au

Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467
suicidecallbackservice.org.au

Mensline

24/7 counselling service for men

1300 78 99 78
mensline.org.au

QLife

LGBTI peer support and referral

1800 184 527 (6pm-10pm daily)
qlife.org.au (online chat 3pm-12am daily)

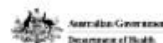
If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.



With delivery partners



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Lilydale Heights College would like to thank Bendigo Bank Mooroolbark Community Branch, for their support and sponsorship of the Duke of Edinburgh Program and our Automated External Defibrillator Device (AED).

Mooroolbark

Community Bank® Branch



Feeling Safe: For Secondary School Students

Get the facts

This fact sheet has been designed to give you the facts about child abuse. It includes advice on what to do if you have been abused, are being abused, or are at risk of being abused. This fact sheet also provides you with advice if you know someone who has been abused, or is at risk of being abused.



What are your rights?

- Everyone has the right to feel safe and be protected from abuse.
- No one is allowed to threaten you, hurt you, or touch you in a way that makes you feel uncomfortable, unsafe or afraid.
- This includes all adults, other teenagers and children – it includes everyone from family members, coaches, teachers, to friends and strangers.
- Every relationship should be respectful.
- No one should ever involve you in sexual activity without your consent, and no one should behave in a way that makes you feel unsafe or afraid.
- You don't have to deal with abuse on your own. Talk to a trusted adult. Teachers and other adults at your school can support you to get help.

What is child abuse?

- Child abuse includes physical abuse, sexual abuse, emotional or psychological harm, neglect, and family violence.
- Child abuse can also include grooming. This is behaviour where an adult tries to establish a relationship or other emotional connection with a child, to prepare them for a sexual relationship.
- Child abuse does not have to involve physical contact or force. It can include:
 - controlling a child through threats
 - exposing a child to sexual material and sexual acts
 - exposing a child to family violence.
- Child abuse can be perpetrated by any member of a community or a family member. Abuse can impact anyone and it is never the victim's fault.

For more information on sexual abuse and sexual assault visit Youth Central:
<http://www.youthcentral.vic.gov.au/know-your-rights/sexual-assault>.

What should I do if I have been abused or I feel unsafe?

- You should talk to an adult you trust.
- If you have been abused, or feel unsafe or threatened in any way you don't have to deal with this on your own.
- Abuse is never your fault and you should tell a trusted adult so you can get the help and support you need to feel safe and protected. Talking to someone won't get you in trouble.
- You can tell a teacher or any adult at your school. They will be able to help you.

What should I do if I think someone I know has been abused or is unsafe?

- You should talk to an adult you trust. Any staff member at your school will be able to help.
- You can also help your friend by encouraging them to tell a trusted adult.

What if my friend doesn't want to tell an adult?

- You should still tell an adult you trust on your friend's behalf.
- Even if your friend has specifically asked you not to tell an adult, you still should. It is more important to make sure that your friend is helped and feels protected.



What will happen if I tell an adult at the school that I feel unsafe, or that I know someone who is unsafe?

- You will be helped.
- Teachers and other adults at your school must listen to your concerns and help you.
- The information will not be shared with the person who is making you feel unsafe.
- Information will only be shared with people who can support and protect you.
- In some cases the people helping you are required by law to tell the police, the Department of Health and Human Services' Child Protection services and/or your family to prevent any further abuse, or risk of abuse.

What if I don't feel like I can talk to anyone at my school?

- You should still find a trusted adult to talk to.
- Abuse or feeling uncomfortable is too big to deal with on your own.

There are many people who can support you to feel safe and protected. You can:

- contact eHeadspace for advice online visit: www.eheadspace.org.au/ Call 1800 650 890
- contact KidsHelp Line: <https://kidshelpline.com.au/teens/> (24 hour web chat) Call 1800 55 1800
- Call or visit your local police station or call 000.
- Talk to your doctor, psychologist, social worker, welfare officer, or another trusted adult.